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ABSTRACT

A questionnaire designed to ascertain measures of teachers' satisfaction with their preprofessional training is described. The Teacher Education Program Evaluation (TEPE), developed for this purpose, is in the process of being refined. The validity of this instrument is discussed, and its reliability is evaluated. The results of a comparison study using this instrument are examined. A sample of original TEPE questions is included with this report. (JD)

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MEASURING BEGINNING TEACHER SATISFACTION WITH PRE-PROFESSIONAL TRAINING

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Graduates of teacher preparation institutions not only possess knowledge and skills as a result of their training, they also have beliefs and attitudes regarding the training itself. What graduates say about their alma mater, based on their perceptions of their training, has far reaching implications. Present emphasis on the importance of measuring on-the-job performance notwithstanding, the need to measure graduates' satisfaction of their training is equally important.

One practical reason for ascertaining graduates' satisfaction with their pre-professional training is related to the integrity of college faculty members. Surely a faculty's professional integrity would be strained by negative feedback from graduates who condemn aspects of their training as unnecessary, irrelevant, or unsatisfactory. What graduates say about their training also has implications concerning the integrity of the training institution itself. For example, if potential education majors are influenced by word-of-mouth testimony as to dissatisfaction with training at a given institution, such testimony might influence the student's decision to attend another institution.

Follow-up data on graduates' satisfaction with college training may aid in meeting the Evaluation, Program Review, and Planning standards of the National Council for Accreditation of Teacher Education (May 1977, Effective January 1, 1979). Follow-up data in questionnaire form can

be used as one indication of whether program objectives are being met. Questionnaires designed to ascertain graduates' satisfaction with their training also have the potential for affecting modification, improvement, and development of pre-professional programs.

Whatever the purpose(s) for ascertaining measures of graduates' satisfaction with their pre-professional training, it is essential that valid and reliable instruments be employed. The Teacher Education Program Evaluation (TEPE) instrument described in the following paragraphs is the present status of an on-going attempt to develop and further refine an instrument designed to measure graduates' satisfaction with their pre-professional training.

TEPE Validity

In its original form the TEPE consisted of 38 items (Figure 1) designed to measure beginning teachers' satisfaction or lack of satisfaction with their college preparation (2). Twenty one of the items were found to differentiate between provisionally and professionally certified teachers in Georgia (3).

The initial factor analysis of the first 36 TEPE items produced a six factor solution (Table 1) accounting for 66.7% of the total variance (1). The data source for the analysis consisted of 471 beginning elementary and secondary teachers who were employed by school systems throughout Georgia during 1964-65. (Note: The correlation matrix of the initial solution and other factor solutions reported in this paper were analyzed by the principal components method with unities in the main diagonal.)

A second factor analysis of the same 36 TEPE items was conducted using 161 beginning elementary teachers who were employed throughout

Georgia during 1969-70 (5). The second analysis revealed numerous items loaded on two or more of the six TEPE factors (Table 2). In order to reduce factorial complexity of the six factor TEPE, a series of factor analyses were conducted while simultaneously deleting items loaded on two or more factors. The multiple factor analysis and item deletion procedure produced a five factor solution accounting for 66.5% of the total variance (Table 3). A similar five factor solution was obtained with an independent data source of 178 beginning secondary teachers who were teaching in Georgia during 1969-70 (4). Coefficients of congruence were computed to indicate the degree of similarity between corresponding factors. A high degree of factorial similarity between factors in the two samples was noted.

TEPE Reliability

Reliability coefficients for each of the five factors were estimated through analysis of variance (7). Mean factor scores using unit weights for each of the 161 elementary and 178 secondary teachers were employed to determine the proportion of error variance to total variance subtracted from unity. Reliability coefficients for elementary and secondary samples are, respectively: Pre-professional Skills and Abilities .87/.86, General Education .79/.67, Sociological Foundations .91/.93, Use of Teaching Materials .86/.84, and Personal Development .86/.85. A total test reliability of .92 was estimated.

Comparison Study using the TEPE

The 25 item TEPE was used to compare competency-based teacher education and conventional teacher education graduates' satisfaction with

their pre-professional training (6). Competency-based graduates' satisfaction regarding the Personal Development factor was significantly greater ($F = 6.15$, df=1/68) than conventional graduates' satisfaction (Table 4). Efforts to provide prospective teachers with opportunities to develop skills working with pupils, colleagues, university staff, and members of the community apparently led competency-based graduates to perceive more satisfaction in these areas. Discriminant analysis of the two samples' responses to five items comprising the Personal Development factor was used to correctly classify 67.1% of the graduates.

Conclusions

Institutional researchers may rely on TEPE factor scores as measures of graduates' satisfaction with five dimensions of pre-professional training. Sufficiently high reliability estimates of the five factors make the TEPE amenable to research dealing with comparisons between different teacher preparation programs. To insure comprehensive assessment of program effects, the TEPE would appear useful in conjunction with existing on-the-job performance instruments and measures of graduates' knowledge of theory and practice.

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Figure 1

Original TEPE Items

By checking the appropriate space for each item, please indicate the degree to which you feel your college experiences were satisfactory in equipping you with the necessary skills and understandings of the following:	Very Unsatisfactory	Somewhat Unsatisfactory	Neither satisfactory nor Unsatisfactory	Fairly Satisfactory	Very Satisfactory
1. Your teaching personality:					
a. Ability to work with children	___	___	___	___	___
b. Ability to work with colleagues	___	___	___	___	___
c. Ability to work with members of the community	___	___	___	___	___
d. Ability to maintain a friendly disposition	___	___	___	___	___
e. Ability to lead a well-rounded life: to enjoy work and play	___	___	___	___	___
2. Your general knowledge and understanding of:					
a. The physical sciences	___	___	___	___	___
b. The biological sciences	___	___	___	___	___
c. American culture and institutions	___	___	___	___	___
d. Art, music, literature, philosophy	___	___	___	___	___
3. Your ability to use the English language effectively:	___	___	___	___	___
4. Your knowledge and understanding of the subject areas you teach	___	___	___	___	___
5. Your understanding of children and youth:					
a. Insight into causes of behavior	___	___	___	___	___
b. Skill in working with exceptional children: the bright the dull, the handicapped	___	___	___	___	___
c. Skill in group work	___	___	___	___	___
d. Skill in maintaining discipline	___	___	___	___	___
6. Your understanding of the nature of the learning process:					
a. Skill in helping students determine objectives	___	___	___	___	___
b. Skill in motivating students	___	___	___	___	___
c. Skill in pupil-teacher planning	___	___	___	___	___
d. Skill in using a variety of teaching methods	___	___	___	___	___

Figure 1 (continued)

e. Skill in evaluating pupil growth and class procedures with pupil _____ _____ _____ _____ _____

f. Ability to construct appropriate tests and learning materials _____ _____ _____ _____ _____

7. Your knowledge of sources of teaching materials:
   a Printed material _____ _____ _____ _____ _____
   b. Audio-visual materials _____ _____ _____ _____ _____
   c. Community resources and materials _____ _____ _____ _____ _____

8. Your ability to use teaching materials effectively: _____ _____ _____ _____ _____

9. Your knowledge and understanding of the community:
   a. The purposes of the school in relation to the over-all purposes of society _____ _____ _____ _____ _____
   b. The social structure of the community and its meaning for education _____ _____ _____ _____ _____
   c. The institutions of the community _____ _____ _____ _____ _____
   d. The different value-patterns of social-economic classes _____ _____ _____ _____ _____
   e. The economic life of the community _____ _____ _____ _____ _____

10. Your evaluation of the following teacher preparation experiences:
   a. Introduction to education _____ _____ _____ _____ _____
   b. Educational psychology _____ _____ _____ _____ _____
   c. Other psychology courses _____ _____ _____ _____ _____
   d. Curriculum courses _____ _____ _____ _____ _____
   e. Teaching methods courses _____ _____ _____ _____ _____
   f. Internship _____ _____ _____ _____ _____
   g. Student teaching _____ _____ _____ _____ _____

11 What suggestions do you have for improving your teacher education program?

Table 2

Second TEPE Factor Analysis

Item No.[a]	Factors					
	1	2	3	4	5	6
1a	.33	.68	-.01	-.09	-.10	-.05
b	-.02	.71	.18	.04	.03	.01
c	-.06	.71	.21	.03	-.00	.07
d	.21	.72	-.00	.13	.02	-.03
e	.13	.64	.10	.10	.01	-.02
2a	-.11	.01	-.03	.06	.20	.88
b	-.13	.08	-.11	.04	.10	.91
c	.27	-.15	.08	-.14	-.29	.69
d	.24	-.17	.13	.02	-.34	.48
3	.08	.16	.21	.22	-.06	.22
5a	.47	.05	.17	-.09	.27	.09
b	.52	.12	.16	-.13	.19	.11
c	.61	.28	.02	-.07	.12	.01
d	.50	.36	.05	-.11	.29	.05
6a	.66	.18	-.02	.13	-.00	-.02
b	.73	.04	-.03	.06	-.00	.09
c	.68	.19	.01	.11	.00	.04
d	.57	-.03	.03	.15	.12	.22
e	.50	.09	.11	.19	.09	.00
f	.20	.26	.12	.27	.08	.23
7a	.09	.04	-.05	.77	.12	.03
b	-.07	.09	.00	.83	.08	.09
c	-.02	.13	.05	.81	-.00	.00
8	.14	.19	.02	.48	-.05	.20
9a	-.03	.08	.78	.03	-.00	-.01
b	-.20	.05	.91	.06	-.05	.02
c	-.14	.06	.90	-.01	-.03	-.01
d	.20	-.09	.83	-.09	.03	-.06
e	.08	.01	.82	-.09	.13	-.03
10a	.14	.01	.08	-.00	.51	.09
b	.05	-.15	.12	.41	.63	.04
c	.17	-.26	.12	.33	.41	.03
d	.40	-.10	.01	.43	-.18	-.02
e	.55	-.09	.06	.31	-.23	.03
f	.45	.13	.13	.25	-.26	.08
g	-.01	.39	-.00	.21	-.30	-.01

[a] Item numbers correspond to items in Figure 1 and Table 3.

Table 3

Factor Loadings of 25 TEPE Items

Item No.[a]	Factors 1	2	3	4	5	Final Communality
FACTOR I: Pre-professional Skills and Abilities						
5a	.54	.06	-.24	-.07	.00	.63
b	.47	.13	-.21	-.07	.12	.65
6a	.70	-.03	.07	.12	.18	.69
b	.76	.07	.06	.11	.02	.75
c	.69	.01	.01	.16	.17	.61
d	.65	.19	-.05	.20	-.08	.71
e	.57	-.01	-.11	.16	.05	.74
FACTOR II. General Education						
2a	-.10	.81	-.07	.15	-.05	.67
b	-.17	.87	.04	.10	.06	.44
c	.20	.77	.01	-.15	-.01	.43
d	.19	.59	.01	-.05	-.00	.44
FACTOR III. Sociological Foundations						
9a	-.00	-.00	-.74	.07	.09	.65
b	-.12	.02	-.88	.12	.01	.68
c	-.09	-.01	-.86	.02	.05	.71
d	.28	-.02	-.80	-.07	-.07	.67
e	.13	.00	-.81	-.07	.04	.50
FACTOR IV. Use of Teaching Materials						
7a	.16	-.01	.01	.82	-.07	.74
b	.02	.04	-.05	.84	-.01	.76
c	.00	-.02	-.04	.84	.07	.76
8	.13	.17	.00	.55	.16	.56
FACTOR V. Personal Development						
1a	.19	-.02	.08	-.11	.77	.63
b	-.08	-.00	-.12	.04	.77	.80
c	-.15	.08	-.12	-.01	.82	.75
d	.12	-.05	.07	.10	.80	.78
e	.06	-.02	-.02	.05	.73	.76

[a] Item numbers correspond to items in Figure 1 and Table 2.

Table 4

CBTE and Conventional Teacher Education Program Graduates' Perceptions Regarding TEPE Factors

Dependent Variable TEPE Factors	Mean Scores CBTE	Mean Scores N-CBTE	Univariate F (df=1;68)	Multivariate F (df=5;64)
Personal Development	4.48	4.09	6.15*	
General Curriculum	3.84	3.83	0.01	
Pre-Professional Skills	4.04	3.84	1.42	F = 2.05
Knowledge of Teaching Materials	4.10	4.19	0.35	
Sociological Foundations	3.86	3.86	0.01	

*p .05